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ABSTRACT

This teacher's guide on leadership for U.S. Air Force lieutenants presents two lessons which are part of a larger "Need and Accountability for Leadership Development" program. The lessons include objectives and corresponding procedures with their associated issues and are intended to take about 30 to 50 minutes. The overall curriculum of the program focuses on providing participants with an understanding of the critical role leaders play in recognizing and addressing current global, social, and personal issues effectively. Discussion points, suggested timelines, source lists, and a list of suggested handouts are also provided. The first of these lessons, "Need and Accountability" is normally introduced after the participants have had an opportunity to discuss large organized systems, or immediately following the "Introduction to Lieutenant's Professional Development Program" by their wing or vice-wing commander. Key concepts underlying objectives for this lesson include: (1) current global, social, and personal issues demand effective leadership; (2) every follower must assume responsibility for the actions and success of his leader; (3) effective leaders delegate leadership opportunities to others; and (4) in a vital organization, opportunities for assuming leadership are widespread and occur frequently. The second lesson, "Demystifying the Nature of Leadership," is organized around the key concepts of: "leaders are not born" and "leadership must be institutionalized." (Contains 24 references.) (JLS)

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NATURE AND RESPONSIBILITY OF LEADERSHIP

Presented by Sonia S. Cowen

- Need and Accountability
  - Note to Instructor
  - Example Lesson Plan
- Demystifying the Nature of Leadership
  - Note to Instructor
  - Example Lesson Plan

Leadership

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NEED AND ACCOUNTABILITY FOR LEADERSHIP DEVELOPMENT

Note to Instructors

Participants' understanding of the *need and accountability for leadership development in themselves and their subordinates* is basic to the EWU Curriculum for LPDP. Although an example lesson plan follows these pages, instructors are encouraged to introduce new lessons which incorporate and exceed the basic curriculum.

The curriculum for *Need and Accountability for Leadership Development* is intended to provide participants with an understanding of the critical role leaders play in recognizing and addressing current global, social, and personal issues effectively. As both private citizens and officers in the U.S. Air Force, lieutenants need to understand their individual responsibilities and accountability for the actions and successes of their leaders. As officers, they need to assume responsibility for developing and demonstrating their own leadership abilities.

The subject of *Need and Accountability* has normally been introduced after the participants have had an opportunity to discuss *large organized systems*, or immediately following the *Introduction to LPDP* by their wing or vice-wing commander.

KEY CONCEPTS

Leadership development is based upon the following premises and observations:

- **Current global, social, and personal issues demand effective leadership.**
- **Every follower must assume responsibility for the actions and success of his leader.**
- **Effective leaders delegate leadership opportunities to others.**
  - **Leadership is dispersible.**
  - **Every one has potential for assuming a leadership role.**
- **In a vital organization, opportunities for assuming leadership are widespread and occur frequently at all levels.**

TEACHING OBJECTIVES

As a minimum, instructors should accomplish the following objectives:

Key Concept:

- Current global, social, and personal issues demand effective leadership.

Corresponding Objectives:

- Introduce participants to the current global, social, and personal issues which demand effective leadership.
- Define effective leadership.

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Key Concept:

- Every follower must assume responsibility for the actions and success of his leader.

Corresponding Objectives:

- Identify the leader's role in addressing issues which affect leaders' responses to followers' needs for confidence, social cohesion, and adaptability to change.
- Identify the followers' role as one of recognizing leadership potential in themselves and others, in overtly supporting good leaders, in monitoring the actions of those who exploit followers' fears and prejudices, and in removing ineffective leaders from power.

Key Concept:

- Effective leaders delegate leadership opportunities to others.

Corresponding Objectives:

- Leadership is dispersible.
  - Identify democracy as a process of dispersing leadership.

- Every one has potential for assuming a leadership role.
  - Identify leadership potential.
  - Discuss the relationship between leadership and non-leadership roles.

Key Concept:

- In a vital organization, opportunities for assuming leadership are widespread and occur frequently at all levels.

Corresponding Objective:

- Discuss leadership development and its relationship to military officership.

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NEED AND ACCOUNTABILITY FOR LEADERSHIP DEVELOPMENT

Example Lesson Plan

by Sonia S. Cowen

This lesson incorporates the *Key Concepts and Teaching Objectives* identified in the preceding pages. For clarity, the *Teaching Objectives* are repeated above their *Corresponding Procedures*. For additional clarity, *Corresponding Issues* follow each *Corresponding Procedure*.

TEACHING OBJECTIVES AND CORRESPONDING PROCEDURES

Teaching Objective — 1

Introduce participants to the current global, social, and personal issues which demand effective leadership. (Note: For the purpose of this lesson, global includes political, religious, military, economic, health, and environmental issues of world-wide dimension and concern; social and personal issues relate to experiences which are uniquely American in reference.)

Corresponding Procedure — 1A

Discuss recent and emerging instances of increased global interdependence, including related issues which affect the U.S. Air Force, and specifically the Strategic Air Command.

Corresponding Issues

- Global issues include world-wide threats to Americans' safety (*e.g.*, terrorism), health (*e.g.*, Aids), environment (*e.g.*, destruction of Amazon Rain Forest), economic survival (*e.g.*, free trade, defaults on international loans), and physical survival (*e.g.*, escalation of nuclear armament).

- An excellent example is the Persian Gulf War Conflict/ Desert Storm. Discuss Saddam Hussein's threat of terrorism, the effect Hussein's oil spills and fires will play on the environment, the power of economic sanctions and the debts of the War, as well as the continuing threat of Hussein's ability to reconstruct a nuclear arsenal.

Corresponding Procedure — 1B

Discuss recent and emerging social issues, including related issues which affect the U.S. Air Force, and specifically the Strategic Air Command.

Corresponding Issue

- Americans have become disillusioned with many of the established institutions of American society. Examples are given by Nanus (1989), Gardner (1990), and others. Consequently, Americans lack confidence in their leaders, and in turn suffer apathy in believing they have the ability to alter current leadership. Gardner (1990) asks, *Suppose we have lost the capacity to motivate ourselves for arduous exertions on behalf of the "group"?* In answer, effective leaders must be prepared to address social issues in America. Two examples of general problems and solutions follow:

- Problem: *Motivation*: Americans have lost conviction and belief that they possess power and processes for altering the course set by current leadership.

- Solution: Emerging leaders must motivate followers to act on the part of the "group" (i.e., other Americans) to select and promote leaders who will deal with the difficult issues, and to stop avoiding response to current and emerging problems.

- Problem: *Apathy*: When people lose faith in themselves, they disempower themselves to "act" and thus become "apathetic" in their responses to risks and opportunities for a change in current leadership.

- Solution: Emerging leaders must rebuild confidence in their followers, and engage them in activities which show results, which demonstrate that their "actions" do indeed make a difference. Next, emerging leaders must provide followers with a vision of what can be done by followers to deal with the difficult issues facing America (*e.g.*, pending economic disaster, homelessness, Aids epidemic, illiteracy, set-backs in tolerance for cultural diversity).

Corresponding Issue

- During their history, Americans have lost sight of their *values* (*e.g.*, freedom of expression during McCarthyism, loss of equality prior to Civil Rights). The coasts of America do not define the U.S.A. Rather, America is defined ultimately by the *social cohesion* of its people to protect its shared values. Different organizations and institutions within American society may serve to protect or exploit and question those values. Gardner (1990) asks, *Suppose our shared values have disintegrated to the point we believe in nothing strongly enough to work for it as a group?* Two examples of general problems and solutions follow:

  - Problem: *Values:* Personal values may differ from societal values. In a country where personal freedoms are protected, it is often easy to concentrate only on our personal needs and to thus forget the rights and needs of others. As leaders, we must always be cognizant of the rights and varied needs of our followers.

  - Solution: Emerging leaders must motivate followers to identify issues which reflect personal as well as community concerns, and to (1) act on the part of other Americans, (2) select and promote leaders who will deal with the difficult issues, and (3) stop avoiding response to current and emerging problems.

  - Problem: *Social Cohesion:* During the last three decades, the differences with which *equality* has been applied to specific groups of Americans have been emphasized (*e.g.*, Civil Rights, Women's Rights, Gay Rights). Former President Reagan's popularity with the general public may be contributed to his call for social cohesion (*e.g.*, patriotism, community involvement in social programs,

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romanticism of pre-Korean War days). Although President Reagan's rhetoric may have stirred some social cohesion in America, many serious problems remain unaddressed (*e.g.*, homelessness, national debt, environmental pollution); consequently, presidential campaigns continue to be run primarily on the platform of three emotionally-charged issues which permit Americans to form "camps" (*i.e.*, abortion vs. anti-abortion, capital punishment vs. anti-capital punishment, and prayer-in-schools vs. separation of church and state) while avoiding the task of amassing behind solutions which deal with homelessness, national debt, environmental pollution, and other serious matters.

- Solution: Emerging leaders must identify issues which provide followers from varied socio-economic and political persuasions to act in social cohesion in identifying and solving common problems effectively and efficiently. Within an organization, this cohesion creates a dominant organizational culture which supports the organization's purpose and environment; such an environment is shaped by the leader's vision of a preferred future, and in turn predetermines which issues will be addressed by specific groups utilizing specific strategies, supported by a majority or all of the followers.

Corresponding Procedure — 1C

Discuss recent and emerging issues of personal consequence to individual Americans, including related issues which affect the U.S. Air Force, and specifically the Strategic Air Command.

Corresponding Issue

- Americans are faced with new challenges, such as rising consumer debt, increased life-expectancy and rising health costs, rising incidences of crime and violence, and increased dependence upon changing technologies. As these challenges become more personally felt, Americans must adapt and respond to the same. In unison, institutions which address social concerns and organizations or industries which offer products and services must also adapt to a changing environment. Gardner (1990) asks, *Suppose our institutions were unable to adapt and to meet new challenges?* In answer, effective leaders must be prepared to renew their thinking and to reshape American institutions to respond efficiently and effectively to new challenges. An example of a general problem and related solution follows:

  - Problem: *Stagnation*: Americans have occasionally lost the conviction to change. When American industry refused to adopt fully the principles of participatory management, it fell behind in competition with Japan and other industrialized nations. Thus, American institutions must adapt quickly to changes in their external and internal environments. These changes may be at odds with the principles of an organization's founding "fathers", and may influence abrupt changes in an organization's purpose; in some cases, the inability to adapt means an inability to survive. Sometimes, renewal includes a reexamination of current shared values and questions of changing morality and standards associated with gender

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diversity (*e.g.*, sexual harassment, homophobia, drug use, women pilots in combat). Sometimes renewal may involve downsizing and redefining an organization's mission and resources (*e.g.*, downsizing in the U.S. Air Force, or merging military functions/branches).

- Solution: *Renewal*. Effective and emerging leaders must become futurists and mentors. They identify issues which are felt personally by their followers and constituents. Effective leaders also replace themselves by training others to (1) deal with increasingly difficult problems, (2) assume leadership, and (3) renew the purpose of the vitality of the organization or society they have established or led.

Teaching Objective — 2

Define effective leadership.

Corresponding Procedures — 2A

Provide examples of *effective* leaders in presidential, CEO, and military posts. Invite participants to identify global, social, and personal "heros", and to describe the qualities which may define them as "heros" and/or "leaders"; in addition, invite participants to list those qualities which define the same people as "effective" and/or as "great".

Corresponding Issues

- Effective leaders accomplish group purpose by helping followers identify and personally invest themselves in the achievement of group goals. Measures of a leader's effectiveness include his/her ability to acquire and provide necessary resources and to develop social cohesion within their organization/ society through the provision of a powerful and driving vision of a preferred future. For example, President J.F. Kennedy provided Americans with a dream of landing on the moon, and thus the Cold War was transformed into a space race; Lee Iaccoca provided American automotive workers (*i.e.*, Chrysler) with a dream of a revitalized market through pride in American ingenuity and craftsmanship; and, General MacArthur provided allies with confidence in American military might and perseverance. Participants may mention Martin Luther King's dream of an equal and unsegregated America, or the innovative and commanding spirit of General LeMay.

- Nanus (1989), Gardner (1990), and others propose that America "cries for leadership". Gardner (1990) proposes that leaders are exemplary; they inspire, they "stand for something", and they help others identify and achieve group purpose. As entrants to the officer corps, lieutenants may need to identify with role models who exemplify inspiration, integrity, achievement, and other qualities which characterize effective and/or great military leadership.

Teaching Objective — 3

Identify the leader's role in addressing issues which affect leaders' responses to followers' needs for confidence, social cohesion, and adaptability to change.

Corresponding Procedure — 3A

Describe and discuss social/personal issues and the affect each has on leaders' abilities to respond to followers' needs for confidence, social cohesion, and adaptability to change.

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Corresponding Issues

- Followers must be understanding of leaders' possibilities and limitations. Some solutions to global problems cannot be applied in isolation from the cooperation and assistance of other leaders. In turn, leaders' understanding and empathy for followers' needs is fundamental to goal attainment. Effective leaders (1) instill confidence in their followership, (2) identify and build upon shared values, (3) prepare followers for the hardships and rewards associated with change, and (4) motivate followers to envision and realize change.

- Accountability is a factor in a leaders' development of trust and confidence is his followers. Gardner (1990) declares that, *"The concept of accountability is as important as the concept of leadership"* (p.xiv). Current processes for ensuring accountability in American society include freedoms to vote, to speak and protest, and to judge via secret ballots, the Press, and juries of our peers. In recent years, public disclosure of campaign funding sources, and public investigation of elected officials' indiscretions, have made leaders' public and private behaviors (*i.e., on* and *off the record*) known to their followers.

Teaching Objective — 4

Identify the followers' role as one of recognizing leadership potential in ourselves and others, in overtly supporting good leaders, in monitoring the actions of those who exploit followers' fears and prejudices, and in removing ineffective leaders from power.

Corresponding Procedure — 4A

Describe and discuss social/personal issues and the affect each has on identifying leadership potential in themselves and others. Encourage participants to identify specific incidences where their leadership potential was tested, or where they tested and encouraged the development of leadership potential in others.

Corresponding Issue

- Some people are comfortable being followers or critics of leaders. Unless they are challenged to assume leadership positions, they may lack the impetus to develop and implement creative solutions. It is possible that without their leadership input, some solutions would never be discovered and applied.

Corresponding Procedures — 4B

Discuss how followers can demonstrate their support of good leaders.

Corresponding Issue

- It is important for followers to be informed of issues which affect them, and to be informed of the actions their leaders have taken in response to those issues. For example, followers can show support through their votes for public figures, or through volunteering to help leaders accomplish a specific initiative.

Corresponding Procedure — 4C

Discuss how followers can monitor the actions of those who exploit followers' fears and prejudices.

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Corresponding Issue

- Discussion may focus on McCarthyism, the campaigns of presidential candidate George Wallace, recent neo-Nazi movements in the U.S., or pre-Civil Rights legislation.

Corresponding Procedure — 4D

Discuss how followers can remove ineffective leaders from power.

Corresponding Issue

- Discussion may focus on senatorial ethics committees' investigations of the three executive branches, or on the recent dismissal of chief military leaders.

Teaching Objective — 5

Identify democracy as a process of dispersing leadership.

Corresponding Procedure — 5A

Discuss the relationship between democracy and dispersion of the responsibility for leadership throughout American society.

Corresponding Issue

- Democracy is defined by widespread opportunities for representation and participation in decision-making and problem-solving as regards issues of importance to all or selected citizens. The concept demands the provision of opportunities for the masses to be empowered with the ability to govern themselves, as demonstrated by the hierarchy of legislation from national to local levels. At one time, most participants have been in a leadership position, which may have ranged from serving voluntarily as the officer of a school club or religious/community group, to commander of a squadron. Gardner (1990) estimates that currentl one percent of the US population must be prepared to serve in a leadership position (p. xv).

Corresponding Procedure — 5B

Discuss the the necessity and practicality of dispersing leadership responsibility throughout all segments of the American society.

Corresponding Issue

- One leader cannot accomplish all goals for all persons. Effective leadership depends upon the leaderlikr contributions of followers—as leaders, managers, and subordinates—at all levels of the society. Leadership is neither a "top only" position nor responsibility.

Teaching Objective — 6

Identify leadership potential.

Corresponding Procedure — 6A

Discuss how "specialization" effects leadership potential.

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Corresponding Issue

- Presumably, the number of persons who possess leadership potential outweighs the number of persons who actually assume leadership posts. In some instances, a person's "specialization" in a high-paying but isolating position (*e.g.*, computer programming) neither prepares nor demands the person to attain a leadership post. However, with the wider acceptance of participatory management and total quality management programs in public and private sectors, the leadership potential in others may become more widely recognized and expected than in the past.

Teaching Objective — 7

Discuss the relationship between leadership and non-leadership roles.

Corresponding Procedure — 7A

Discuss why individuals in all segments of society must assume responsibility for leadership in their personal and professional settings.

Corresponding Issue

- Although participants may be leaders in one segment of their personal or professional lives, they may be followers in other segments. Each incidence of leadership or followership should prepare them to become stronger and more effective military leaders.

Teaching Objective — 8

Discuss leadership development and its relationship to military officership.

Corresponding Procedure s— 8A

Describe and discuss leadership development and its relationship to military officership. Invite participants to identify which learnable skills and behaviors are important to leadership development in the military, and their relationship to military officership.

Corresponding Issue

- Talent and untapped energy in any person is a waste. It must be the responsibility of each participant to observe and practice sound leadership behaviors, and to promote the development of leadership skills not only in themselves, but in their subordinates and peers, and to play an active role in the success of their leaders. Discuss the role of their squadron leaders or immediate superior officers (and NCOs) in the development of their leadership qualities in the military.

Teaching Objective — 9

Discuss the concept of "networking" with peers and developing mentorship/ sponsorship relationships with superiors and subordinates.

Corresponding Procedure s— 9A

Describe and discuss leadership development and its relationship to military officership. Invite participants to identify which learnable skills and behaviors are important to leadership development in the military, and their relationship to military officership.

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Corresponding Issue

- A number of informal and formal processes exist within the U.S. Air Force to encourage the leadership development of officers. Informal processes include networking and comradery via patronage of the Officers' Clubs. Formal processes include specialized training, including participation in the LPDP.

Teaching Objective — 10

Discuss the need and opportunities for lieutenants to participate in leadership development programs, and the need to seek leadership positions early, often, and at all levels in their military careers.

Corresponding Procedure — 10A

Discuss personal responsibility and accountability for lieutenants to develop leadership potential in themselves, throughout their lives.

Corresponding Issue

- Suggest that participants must set and reset personal and professional goals for themselves, inside and outside their military associations. Invite discussion on how each might develop a plan for assuming more responsibility within the following week, the following month, year, etc.

SUGGESTED TIMELINE(S)

The example lesson plan provides 30 - 50 minutes for the presentation of the above-cited concepts, as prescribed by the teaching objectives. The need for more time may be dictated by the participants' familiarity with leadership responsibilities, accountability, and development. This lesson plan is intended as a companion to the following lesson plan entitled, *Demystifying the Nature of Leadership*.

SOURCE(S)

Primary.

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Nanus, B. (1989) *The leader's edge: Seven keys to leadership in a turbulent world*. New York: Contemporary Books, Inc.

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DEMYSTIFYING THE NATURE OF LEADERSHIP

Note to Instructors

Participants' understanding of the *tasks and characteristics of leadership is* basic to the EWU Curriculum for LPDP. Although an example lesson plan follows these pages, instructors are encouraged to introduce new lessons which incorporate and exceed the basic curriculum.

The curriculum for *Demystifying the Nature of Leadership* is intended to introduce participants to the capacity to understand and develop leadership skills.

The subject of *Demystifying the Nature of Leadership* has normally been introduced after the participants have had an opportunity to discuss the *Need and Accountability for Leadership Development.*

KEY CONCEPTS

Leadership development is based upon the following premises and observations:

- **Leaders are not born.**
  - **Leadership is both describable and learnable.**
  - **Every one has the capacity to perform as a leader.**
- **Leadership must be institutionalized.**

TEACHING OBJECTIVES

As a minimum, instructors should accomplish the following objectives:

Key Concept:
- Leaders are not born.

Corresonding Objectives:
- Examine the predominant leadership theories which argue the varied socio-economic, psychoanalytical, and circumstantial "conditions" under which great leaders emerge.
- Discuss the emergence of *effective* or *great* leaders in America today.
- Identify which leadership skills and behaviors are learnable.
- Identify the diversity of personal attributes in military leaders.

Key Concept:
- Leadership must be institutionalized.

Corresponding Objectives:
- Discuss the need for institutionalizing leadership.

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DEMYSTIFYING THE NATURE OF LEADERSHIP

Example Lesson Plan

by Sonia S. Cowen

This lesson incorporates the *Key Concepts and Teaching Objectives* identified in the preceding pages. For clarity, the *Teaching Objectives* are repeated above their *Corresponding Procedures*. For additional clarity, *Corresponding Issues* follow each *Corresponding Procedure*.

TEACHING OBJECTIVES AND CORRESPONDING PROCEDURES

Teaching Objective — 1

Examine the predominant leadership theories which argue the varied socio-economic, psychoanalytical, and circumstantial "conditions" under which great leaders emerge.

Corresponding Procedure — 1A

Identify and describe the predominant *leadership theories* which argue the varied socio-economic, psychoanalytical, and circumstantial "conditions" under which *great leaders* emerge.

Corresponding Issues

- Emphasize that the study of leadership and leaders, as a recognized science and academic discipline, is fairly new (*i.e.*, since mid-1800's) in comparison to other fields. In recent years, higher education and industry have become more focused on the effect of specific leadership behaviors and their affect on realizing organizational vision, initiating organizational redirection and renewal, changing organizational culture, influencing predominant management styles and behaviors, implementing strategic planning, ensuring quality output, and shaping subordinate effort.

- A brief, selected and annotated notation of such theories follows and is intended only for the instructor's quick reference:

- *Great Man* theory—proposes that history is shaped by great men, in that a single set of forces, such as biological superiority and educational elitism of the upper class and aristocracy, create(d) a necessary supply of leaders, without whose decisions history would not have been redirected. For further reading and examples, consult Carlyle (1841), Galton (1869), Jennings (1960), Wiggam (1931), and Woods (1913).

- *Trait* theories—propose that specific personality and character traits predetermine propensity for greatness in leaders. Consult Bird (1940) who identifies 79 traits, and W.O. Jenkins (1947) who identifies traits of great military leaders.

- *Environmental* theories—propose that leaders emerge situationally, as a consequence of time, place, and circumstance. Consult Hegel, Marx, and Spencer, who each proposed that history shapes men.

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- *Personal-Situational* theories—propose that while history may set the stage of circumstances which necessitate effective leadership, the effec tive leader becomes a historical force; thus, leadership is an interaction of the individual's strengths and situational factors. Consult Bass (1960), Bennis (1961), and Stogdill (1948, 1955).

- *Psychoanalytic* theories—propose that a leader provides followers with love or fear, and whose persona serves as the ego-substitution for followers' collective identity needs (*e.g.*, charismatic leader serves as super-ego to followers' alter egos or lowered self-esteem). Consult Freud.

- *Interaction-Expectation, Humanistic, Exchange, and Behavioral* theories — propose that leaders' emergence, behaviors, and success are based upon followers' performance as a consequence of the relationship between leaders' actions and subordinates' values. Consult Bass (1960), Fiedler (1967), Homano (1950), McGregor (1960, 1966), Stogdill (1959), and Yukl (1971).

Teaching Objective — 2

Discuss the emergence of *effective* or *great* leaders in America today.

Corresponding Procedure--2A

Differentiate *effective* from *great* leaders.

Corresponding Issue

- Effective leaders accomplish group goals efficiently. Great leaders inspire followers to personally invest in the achievement of goals which were initially identified by and of sole importance to the leader; great leaders possess charisma and inspire followers to accomplish feats beyond goal attainment and their personal expectations. Invite participants to establish additional distinctions.

Corresponding Procedure — 2B

Discuss Americans' disenchantment with the lack of *effective* or *great* leadership in various segments of society.

Corresponding Issue

- Nanus (1990) related the findings of Harris Polls between 1966 and 1986, which demonstrated that Americans' confidence in varied American institutions (*e.g.*, White House, the Media, Education) have dropped significantly by 25-50% or more.

Teaching Objective — 3

Identify which leadership skills and behaviors are learnable.

Corresponding Procedure — 3A

Describe and discuss leadership skills and behaviors which are learnable.

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Corresponding Issues

- Leadership tasks, to use a list compiled from the studies of Bass (1985), by Gardner (1990), and Nanus (1989) include: envisioning goals, affirming group values, motivating followers to perform, managing resources, organizing processes for planning and decision-making, developing follower unity, instilling trust and confidence in followers, keeping followers informed, representing followers to their external constituents, and challenging followers to perform beyond their own expectations. All of these skills are observable and learnable.

- Kouzes and Posner (1987) provide 20 learnable characteristics of superior leaders.

- Smith (1990) provides a list of steps for becoming a better leader, generally entitled as *38 Blazing Flashes of the Obvious*.

Teaching Objective — 4

Identify the diversity of personal attributes in military leaders.

Corresponding Procedure — 4A

Describe and discuss the personal attributes of former and current military leaders.

Corresponding Issue

- Participants have often mentioned George Marshall, MacArthur, Eisenhower, and Patton. Discussion has also included mention of military leaders of the Persuian Gulf War. Instructors should stress how personal attributes either enhance or fail to detract from the leaders' greatness—e.g., George Marshall was self-effacing but extremely inspirational to his followers, and MacArthur was extremely flamboyant, but a superb strategist.

Teaching Objective — 5

Discuss the need for institutionalizing leadership.

Corresponding Procedure — 5A

Discuss the need for institutionalizing leadership, and identify means by which it can be accomplished within the military.

Corresponding Issues

- Leadership is a role conferred by followers. Followers are subordinates who have agreed to be led. Leaders represent the masses, and must preserve both the freedoms and order of the followers they represent. Leaders must be accountable to followers, but they must not be bound by them—if they are, they will only be mirrors of followers' views, and they will thus be ignoring the ability to cast a new vision for their followers.

- When followers lose faith in their leaders, they themselves must be ready to lead or to produce other good leaders. Leaders must also produce good followers, and promote opportunities for followers to assume leadership positions by enabling and empowering them with educational opportunities, responsibilities which demand individual initiative, building confidence to perform as a group as well as independently, removing barriers to success, and protecting the resources which permit them toimplement their initiatives.

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SUGGESTED TIMELINE(S)

The example lesson plan provides30-50 minutes for the presentation of the above-cited concepts, as prescribed by the teaching objectives. The need for more time may be dictated by the participants' familiarity with the theories and principles of *leadership*.

SOURCE(S)

Bass, B. M. (Ed.). (1981). *Stogdill's handbook of leadership: A survey of theory and research.* (Revised and expanded ed.). New York: Free Press.

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Sergiovanni, T. J., & Corbally, J. E. (Eds.) (1986). *Leadership and organizational culture: New perspectives on administrative theory and practice.* Chicago: University of Illinois Press.

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HANDOUT(S) and OVERHEAD(S):

Utilize handout entitled *On Excellence*, by Tom Peters.

As handouts, use reprints of the following:

- Gardner, J. W. (1987, June/July). What leaders do. *The National Voter*, , pp. 12-15.
- Kouzes, J.M. & Posher, B. Z. (1990, Jan.) The credibility factor: What followers expect from their leaders. *Management Review*, pp. 29-33.
- Smith, Ret. Maj. Gen. P. (1990, Dec. 3). 38 Blazing Flashes of the Obvious , excerpted from Be a Better Leader, *Air Force Times*.